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ABSTRACT

Arranged in three parts, this booklet provides teachers at the early childhood and primary grade levels with guidelines for using children's literature in social studies instruction. Chapter 1 discusses rationale and procedure. Separate subsections emphasize the significant role reading books can play in developing a child's self-concept, examining similarities and differences among children and among cultures, examining peer group and family interactions, considering careers, dealing with change, and establishing a framework for history study. The relationship between children's literature and social studies skills development is treated in chapter 2. Examples of ways in which reading books lend themselves to map skill development and skits are provided. The bulk of this booklet is a sample bibliography, contained in chapter 3. Over 350 children's books, compiled on the basis of students', teachers', and social studies' needs, are listed on the following topics: careers, changes, feelings, geography, history and biography, interdependance, relationships, rules, similarities and differences, and world cultures. Lists of useful references and publishers conclude the booklet. (LP)

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Using Children's Books in Social Studies

EARLY CHILDHOOD THROUGH PRIMARY GRADES

JOAN E. SCHREIBER

U.S. DEPARTMENT OF EDUCATION
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Introduction

We have all been told to do it sometime or another. We have told others to do it. We have heard somebody tell someone else to do it. What is it?

"It" is the activity advocated by teachers in the familiar suggestion to students: "Why don't you read a library book until the others finish?" This technique has been at least moderately effective in keeping countless Petes, Marias, Davids, and Abigails from inventing disruptive diversions during their free (or "unstructured") time.

When we were students, guided reading—also called "directed" reading—was and was not what these names implied. There was no doubt about it, though—*we* were directed, and we "read"—at least, we opened the book. This was often the way in which children's books (alternatively, "library" or "trade" books) were used in all subjects, not just social studies. There are many more uses for such books today. It's easy to become "hooked" on books, and such an addiction is one to cultivate and maintain.

Why should children's books be used in teaching social studies? *How* can they be used? *Where* can appropriate books be found easily? These questions prompted this publication.

Let's look first at the "why" and "how" of using the books. Recognizing that these questions are so closely related that it would be artificial to try to separate them, let's take them up together.

Joan E. Schreiber

Chapter One

Children's Books at Work in Social Studies Classrooms: Why and How

Teachers in early childhood education through grade three are very much concerned with a child's self-concept, sometimes referred to as his or her "self" or "self-image." What is a self-concept and why is it so important? A self-concept is the picture that one has of oneself. Everyone a child knows and everything he or she does contribute to that self-concept, either positively or negatively.

Because self-concept begins developing as soon as a child is born, children starting school already have a well-defined self-concept. A poor self-concept interferes with a child's development in many ways—socially, mentally, emotionally, and even physically. Children who have a poor self-concept do not usually do well in school. They lack confidence. They are afraid of the new and the different—afraid of failure. In the classroom, this fear often leads to behavioral problems and numerous minor physical ailments. According to some research studies, self-concept is a better predictor of reading ability than is I.Q.

A negative self-concept can usually be changed. Reversal is often a slow process and becomes more difficult as the child grows older. Teachers in early childhood education through the primary grades have the advantage of working with young children. (Readers interested in delving into research on self-concept, and the relationship between self-concept and academic achievement, might begin by reading the book cited below by William Purkey[1] and the article by Joy Penticuff.[2])

[1]William W. Purkey, *Self-Concept and School Achievement*. Englewood Cliffs, New Jersey: (Prentice-Hall, Inc., 1970).

[2]Joy Penticuff, "Development of the Concept of Self: Implications for the Teacher's Role in Promotion of Mental Health," *Educational Horizons* (Fall, 1976), pp. 15–18.

Feelings and Children's Books

Children's books can be used to help children develop a positive self-concept. When teachers are presenting the concept "Me," or posing the question "Who am I?," the emphasis is on generalizations such as these:

You are special.

You can do things.

You can learn to do more things.

You have your own special place in your family, school, and play groups.

You have your own special set of abilities.

You are a unique individual.

Either for reading aloud or for placement in the hands of individual children for their personal use, *Hooray for Me!*, in which a child explores his own identity in relation to others, and *I've Got Me and I'm Glad*, are ideal books. They help children to feel good about themselves. *Is It Hard? Is It Easy?*, a story of four friends and what each of them can do, is also recommended. In *Is It Hard? Is It Easy?*, each child, after trying many things, finds some that are hard to do and some that are easy. Perhaps *Whistle for Willie*, the story of a boy who tries and tries to whistle and finally succeeds after much effort, is a book which would particularly suit a certain child. There are many other books available, some of which are listed in the Bibliography under the heading of "Feelings."

Similarities/Differences and Children's Books

Occasionally, a teacher encounters a child who feels *too* special—*too* different—and this child has very special needs. For all the differences of which a child is painfully aware, he or she needs to recognize similarities, as well. There are children's books to help meet these special needs and assist the child in gaining a sense of belonging, while at the same time helping others to understand.

Under the heading of "Similarities/Differences" in the Bibliography, there are books such as *The Very Tall Little Girl* and *Amy for Short* that seem tailored for a tall girl who yearns to be the angel in the Christmas play, but must settle for being the tree. Among the other books that can be used to meet very special needs are *Sound of Sunshine, Sound of Rain*, which is the story of a blind boy who copes by perceiving the world through all his other senses, and *A Button in Her Ear*, which is about a young girl with a hearing problem.

Relationships and Children's Books

Peer Group Relationships: In the social studies, children are taught that they are members of many groups—play groups, work groups, family groups, neighborhood groups, and community groups, among others, certainly. Learning how to get along and to be a contributing member of a group is important. It is never easy and can be especially complicated for a child who is always the last to be chosen in a group activity or is teased about being less physically agile than the others. Rather frequently, such children not only feel injured, but also verbalize their feelings—sometimes at levels which no one can ignore. Learning that playing and working with others sometimes means taking undesirable roles can be difficult. Often the youngest child, or the child least able to adapt, or the child who most needs to have a coveted role is the one who gets what's left after everyone else has made a choice. That child's feelings might be assuaged by Martha Alexander's book, *I'll Be the Horse If You'll Play With Me*, where a warm and humorous treatment is given to the problem.

Under the headings of "Relationships" and "Feelings" in the Bibliography, there are other books that can be used to help children in getting along in a group and in dealing with the feelings that sometimes result from interaction with others.

Norma Simon's *I Was So Mad* illustrates situations that can produce anger. It describes children's struggles to control their feelings and to work them out in accepted ways. Mercer Mayer's *Boy, Was I Mad* humorously shows many things that can happen to keep a child from remaining angry all day.

There are other books that deal with negative feelings; *Things I Hate*, by Harriet Wittels and Joan Greisman, is one example.

Other books deal with being afraid of the dark or of various objects and animals. *Sometimes I'm Afraid*, by Jane Werner Watson, Robert E. Switzer, and J. Cotter Hirschberg, can initiate discussion of the ordinary things that children often fear. Teachers do not always have to ask questions to stimulate discussion. In Norma Simon's *What Do I Do?*, Consuela, a Puerto Rican child whose home is in a city housing project, is presented with a particular situation, and asks, "What do I do?" Children in the class make it their own book by supplying answers, either in English or in Spanish, depending on the version of the book that they are reading.

Fortunately, more often than not, we hear children in groups cheering others on, praising them for their accomplishments, and, amidst giggles and laughter, having fun together. Many books depict children in just such situations. Like the child in Eleanor Schick's

Making Friends, many children are delightfully happy anywhere that they are meeting people, for meeting people is, to them, synonymous with making friends. Probably completely unaware of the concepts of "socialization" and "cooperation," the children are putting into practice what social studies teachers are striving to teach.

There are times when children have no wish to be involved with other people or to be a part of group activities. *Being Alone, Being Together*, by Terry Berger, is a book that explores a young child's feelings about when he likes being alone and when he likes company. In another book, *Evan's Corner*, Evan is happy to be given a corner of his own where he can have privacy and quiet—there are not many opportunities to be alone in an eight-member family living in a two-room apartment. Either of these books would be appropriate as a springboard for discussion of the need to be alone sometimes.

Family Relationships: Social Studies education in early childhood always emphasizes the concept of "family." The books available on this topic are almost endless in number, and they include all kinds of families. There are ones which teachers might use for whole-class listening, viewing, and discussion. *Your Family, My Family*, by Joan Drescher, describes families of all styles and sizes and could be used with a class both to introduce and to broaden the concept of "family." Many of the books on families deal with specific kinds and can be selected to fit the needs of specific children. In Lucille Clifton's *Everett Anderson's 1-2-3*, the protagonist is concerned about how his new stepfather is going to fit into the family. Corinne Gerson's *Tread Softly* is about Kitten and Peter, who live with their grandparents. Arnold Adoff's *Black Is Brown Is Tan* tells of the fun and love that exists in an interracial family. *Two Homes for Lynn*, by June Noble, describes the problems which Lynn encounters when her parents are divorced. Books such as Dorka Raynor's *This Is My Father and Me* can acquaint children with families in other countries.

Children's books on families can be used to develop other social studies concepts. Lucia B. Smith's *My Mom Got a Job*, Terry Berger's *A New Baby*, and Joan Fassler's *My Grandpa Died Today* can all be used to develop the concept of "change," which is often included in social studies programs. Because family members usually work together and depend on one another, the books on families can help develop the concept of "interdependence." Books that tell about families of a long time ago help to teach history. All of this means that books about families can often be found under a number of categories in bibliographies. In this one, they are included under "Change," "History," "Feelings," and "Relationships."

Rules and Children's Books

Sometimes children aren't together very long before the air is pierced by a shrill cry, "That's mine! Get your hands off!" The retort immediately follows: "It is not! It's mine!" On and on, it goes. *Mine*, by Mercer and Marianna Mayer, has only two words in it—"yours" and "mine"—and takes up the question of property rights as viewed by a young boy. Other commonly heard cries are: "That's not fair!", "It's my turn!", and "You can't do that!" Reading and discussing Joann Stover's book, *If Everybody Did*, which shows what would happen if everybody did a certain thing, might help a group of rule-breakers. Books can get messages across in a humorous way and often "unstick" sticky situations. Other books to assist groups of children in following directions and observing rules are listed under "Rules" in the Bibliography.

Interdependence and Children's Books

"Interdependence" is a concept found in most, if not all, social studies programs. There are children's books to help develop the idea of people working together to meet their needs and wants. This concept is employed throughout the school years to develop knowledge and understanding of our global society. In early childhood and the primary grades, the idea of "interdependence" is developed primarily through study of families, neighborhoods, and communities.

These social units are found all over the world, and in today's global society there are many connections among them. The wheat that an American farmer raises may end up as a loaf of bread that is eaten by a family in Russia, but before that, many people have been involved in its production and distribution. Classroom presentations of "interdependence" often use children's books about transportation and communication, along with books on families and communities and their projects and workers. *Railroad Yard*, by Paul Ditzel, tells about the people and equipment necessary to keep freight trains moving. *Truck*, by Donald Crews, follows a truck's route from the loading dock to its destination. Books on community workers abound. Under "Interdependence" in the Bibliography, there are books such as *The Hospital Book*, *Building a House*, *Night Story*, and *Let's Find Out About the Community*. The children's cookbook, *Many Hands Cooking*, can be used to show how people around the world are related by the foods they eat and by their dependence upon each other for the ingredients that are needed to prepare particular dishes.

World Cultures and Children's Books

A simple definition of social studies is that it is the study of people—people alone, and people as they interact with other people and their environments. Under the heading of "World Cultures" in the Bibliography are books that can be used to introduce children to our multicultural world and to provide a foundation for further knowledge and understanding.

Books such as *Jewish Holidays*, by Susan Gold Purdy; *Rice Cakes and Paper Dragons* and *Child of the Navajos*, by Seymour Reit; *Growing Up Masai*, by Tom Shachtman; and *Our World: The People's Republic of China*, by Margaret Rau, are about specific cultures. Other books depict people from various parts of the world between the covers of one book. Examples of these are: *How We Live*, by Anita Harper; *People*, by Peter Spier; and *My Friends Live in Many Places*, by Dorka Raynor. Used along with a social studies textbook, as part of an instructional unit, or by themselves, children's books on world cultures can get children interested in learning about other peoples of the world.

Geography and Children's Books

Everything that happens has to occur at a particular place and time. Acknowledging that, let's view children's books in terms of geography and history. Without quibbling about whether a book on caves or earthquakes belongs in science or social studies, I have included such books under "Geography" in this Bibliography, along with others like *A Spit Is a Piece of Land: Landforms in the U.S.A.*

Vicariously, the reader takes a trip through the center of the earth in *How To Dig a Hole to the Other Side of the World*, follows a mountain stream as it flows to the sea in *Follow the River* by Lydia Dabcovich, and lives in one of 18 shelters shown in Lee Pennock Huntington's *Simple Shelters*. The uses for children's books in teaching geography become obvious. Children who cannot read the books can still profit from the illustrations.

The temptation is great to challenge anyone to find a book that has nothing in it that relates to geography. Books under "World Cultures," for example, will be geographically oriented because of their treatment of climate, landforms, and other geographic factors. Here again, the arbitrary nature of categorization becomes apparent.

History and Children's Books

"Once upon a time," "when your mother and daddy were your age," "a long time ago," and "before you were born" are phrases related to history. Many children's books tell about the past. *Pilgrims Plantation*, *Before Columbus*, *Ox-Cart Man*, and *If You Say So, Claude*, which is a story about pioneers, are just a few such books.

Some people might contend that because young children lack an understanding of time and space relationships, it is too early for them to study history. While they cannot study history in a sophisticated way, they can begin gradually to develop historical concepts such as "then" and "now," and they can build the interest and the readiness for continued learning.

Biographies can make valuable contributions to a child's introduction to history and study of the past. The books by Jean Fritz, recommended for grades three through five, are highly entertaining and historically accurate. Some titles which indicate the appeal of her books for children are: *And Then What Happened, Paul Revere?*; *Can't You Make Them Behave, King George?*; *What's the Big Idea, Ben Franklin?*; *Where was Patrick Henry on the 29th of May?*; *Who's That Stepping on Plymouth Rock?*; *Will You Sign Here, John Hancock?*; and *Why Don't You Get a Horse, Sam Adams?*. Jean Fritz is meticulous in her research, and she always presents the information in a most lively and amusing form. "Leftover" information is included in the back of each book in notes which the teacher might use. Some picture books and many other biographies are available. Frequently, the teacher would need to read these to the class.

Careers and Children's Books

"What are you going to be when you grow up?" is a question heard often when boys and girls get together. The statement, "You can't do that—you're a girl," is perhaps uttered, though less frequently today than in the past. It is common for young people to want to become teachers, doctors, nurses, airplane pilots, and so forth. What other possibilities are there? In our interdependent world, there is a need for people in many occupations, some of which we never dreamed of as children.

Career awareness is important in the development of social studies concepts such as "interdependence," "self-concept," and "choice." Developing career awareness is the most appropriate way of addressing career education at this early level. The Bibliography

lists books under "Careers" that will be helpful. There are many new books that relate to career possibilities for girls. What a difference a decade has made!

Change and Children's Books

Change, which is always occurring, is another important social studies concept. Children's books can be used to help children adjust to and accept the changes that are inevitable in their lives. They can help, too, with those changes that occur unpredictably and can be especially troublesome to a young child. *When the New Baby Comes, I'm Moving Out* clearly presents Oliver's feelings about the impending arrival of a sibling. The book can assist a reader with similar misgivings to see the advantages of having a baby brother or sister.

In today's society, it is common for a family to move, have new neighbors, and enroll the children in a new school. Adjustments are not always made easily, and a teacher might wish for the "right" book to give to the child who is apprehensive about the change. For very young children, Franz Brandenberg's *Six New Students* and *Nice New Neighbors* can be helpful books. In *Ramona Quimby, Age 8*, by Beverly Cleary, the changes are multiple—a new school, a new teacher, daddy at school, and mother at work. Many children will be able to identify with Ramona.

Books can be helpful when children need assistance in coping with natural changes such as illness, aging, or death. Perhaps a classmate has died, and the whole class needs assistance. In Doris Buchanan Smith's *A Taste of Blackberries*, the death and funeral of a young boy who was stung by a bee is seen through the eyes of a child. (A film for school use has also been produced from this story.) Joan Fassler's *My Grandpa Died Today* presents the mixture of feelings that a boy has when his grandfather dies. In Thomas Anthony De Paola's *Now One Foot, Now the Other*, Grandfather had helped Bobby learn to walk, and when Grandfather has a stroke, it is Bobby who helps him to walk and communicate again.

Change is a broad concept and involves changes in places and things, as well as people. Children can learn about inventions, for example, in books such as Thomas H. Matos's *Robots A2Z*. There are even books for children who are not perceiving change, or for whom change is not occurring as rapidly as they would like, as in *Magic Growing Powder*, by Janet Quin-Harkin. Some of the many books on "Change" will be found under that heading in this Bibliography.

Chapter Two
Children's Books and Social Studies Skills

A teacher who reads a story to a rapt audience of young children is apt to interrupt the reading with questions such as:

"What do you think will happen next?"

"Why did that happen?"

"How is that different from what we learned yesterday?"

"How might the children work out their problems?"

"Several things have happened. What happened first? Second? Third?"

Through these questions, the teacher has the children involved in making predictions, identifying cause-and-effect relationships, comparing and contrasting situations, hypothesizing, and arranging events in sequential order.

It would be difficult, if not impossible, to find a children's book that did not promote reading skills. Children's books are a boon for those interested in motivating children to read. They are tailored for a variety of interests and reading abilities. Because many are picture books or books with many illustrations, they can also be appreciated by studying and interpreting the pictures. The ability to interpret pictures is a skill.

Children's books can be read silently, giving practice in the skill of silent reading. Read aloud to others, they provide the reader with an opportunity to develop oral reading with expression, and give the audience a chance to develop listening skills.

Children can use the books to learn games from around the world, at the same time that they develop the skill of following directions. Learning to follow directions can also be achieved through using a cookbook containing recipes from other cultures. Developing skills through the use of children's books might be the most enjoyable way of obtaining them.

Learning to read and reading to learn go hand in hand in the social studies. Lessons can be planned around the children's book. The books can be used to supplement an adopted program. Skills such as vocabulary development and comprehension can be devel-

oped through the use of most children's books, but particular books are apt to be more helpful than others in developing certain skills. The question-and-answer format that Ann McGovern uses in her books (*If You Lived in Colonial Times* and *If You Lived with the Sioux Indians* are examples) can be very helpful in developing children's skills of inquiry. Books such as *When Grandfather Was a Boy*, by Robert Pease (which, because of its vocabulary, is one children like to listen to, rather than to read themselves), can help children develop an understanding of time, even if it is simply in terms of "then" and "now."

Using a Children's Book with an Adopted Textbook

Suppose an objective of the lesson on "Family Groups" in the textbook is to help children understand ways in which families are alike and different. The textbook page presents a riddle, surrounded by pictures illustrating the clues that it gives. The riddle reads: "Some are big, and some are small. Some are young, and some are old. Some have dads, some have moms, and some have both. Some have children in them, and some have none. Into some, children are born; in others, they are chosen. What are they?" (families). The children talk about the families in the pictures, and match the lines of the riddle and the pictures by pointing to the big family, the new (young) family, the family with a child who is adopted, and so forth. The teacher has the children draw pictures of their own families and puts them on the bulletin board under the heading, "Our Families."

To wind up the lesson, the teacher could use *All Kinds of Families* by Norma Simon. Reading the book to the class, sharing its pictures, and raising questions would reinforce what the children have been taught in the text—that families are alike and different. This book shows big families, middle-sized families, little families, old families, and the others described in the riddle. It also tells about family names, family reunions, and other special occasions, and informs children that sometimes part of a family lives far away in another city. The book emphasizes that there are all kinds of families.

Using a Children's Book to Develop Beginning Map Skills

Some books lend themselves to the development of map skills. *Blue Moose*, by Manus Pinkwater, is one of them. In the book, Mr. Bretan has a little restaurant on the edge of a big woods with nothing

but trees to the north of his house. People come from a nearby town to eat his very good food. When Blue Moose comes to live with Mr. Bretan and work in his restaurant, people come from other towns just to see the moose. One day the moose brings Dave to Mr. Bretan's restaurant. Dave is a hermit who lives in a secret place in the woods. He has an owl that sits on his head. In the spring, Blue Moose leaves to visit his uncle for a week.

After reading the story to the class, the teacher could ask the children to take paper and pencil and draw a map that they could use in retelling the story. The children could do this individually or in small groups. It could also be done by the entire class working together and drawing the map on the chalkboard. This activity will require comprehension of the story and knowledge of cardinal directions, but will allow for creativity, too, since some of the places in the story are not specifically located. The children can show Mr. Bretan's restaurant, his woodpile, the woods, Dave's secret place, the owl's home, the nearest town, other towns that people come from, and the place where Blue Moose goes to visit his uncle. The story can also be used to discuss laws governing the keeping of wild animals. Mr. Bobovicz, the game warden in the story, quotes the state fish and game law to Mr. Bretan. It is against the law to keep a tame moose.

Using a Children's Book for a Small Group Activity

A Birthday for General Washington, by Johanna Johnston, is a three-act play written simply enough for children in the primary grades to perform or to read for enjoyment. Large, colorful illustrations make it a very attractive book. The setting is Valley Forge, February 22, 1778. The war is not going well, and the Continental soldiers are suffering from the cold. Their clothes are in rags, their shoes are worn out, there is not enough food, and some of the men are ill. Thanks to the loyalty of his men and the bravery of two children who make a difficult journey to bring supplies to the soldiers, this February 22 turns out to be the happiest birthday of George Washington's life.

Budding thespians will probably welcome the opportunity to produce this play and share their talents with their classmates or with other classes. Props and costumes should pose no problem. Responsible, self-directed, cooperative youngsters can learn—and help others to learn—about a famous American and a very special time in the history of our country. They will have a memorable experience, and a good time, too.

Chapter Three

Compiling a Bibliography of Children's Books

In compiling a bibliography of children's books for use in teaching social studies to young children, one is immediately faced with the multitudes of books that could conceivably be included because of their appropriateness. Recognizing that the parameters established for such a bibliography, the categories devised for the books, and the classification determined for each individual book will of necessity all be arbitrary, there is one concept that supersedes all others as a guide in developing the bibliography. That concept is *need*.

A bibliography that is based upon the *needs* of children, the *needs* of teachers, and the *needs* of a viable social studies program is a bibliography that is likely to be useful. It is on that basic premise that this bibliography has been assembled.

Selected Bibliography of Children's Books

Careers

A Day in the Life of. . . . Series. Mawah, New Jersey: Troll Associates, 1979. Introductions to careers, such as newspaper reporter, nurse, forest ranger, and rock musician.

Aitken, Amy. *Ruby!* New York: Bradbury Press, 1979. Ruby is a girl who just might be the first woman president. There are so many things she wants to be when she grows up.

Alexander, Martha. *Marty McGee's Space Lab, No Girls Allowed.* New York: Dial Press, 1981. Marty wants no girls around when he's making his space helmet, but when his baby sister puts on the helmet and flies, Marty finds that he needs his sisters if he is to learn their secret.

Ancona, George. *and what do you do?* New York: E.P. Dutton & Co., Inc., 1976. Twenty-one professions which do not require a four-year college degree are described in this book.

Anders, Rebecca. *Careers in a Library.* St. Paul, Minnesota: Lerner Publications Co., 1978. Through full-page photos and written summaries, the reader learns about the various occupations in the field of library work. (Part of Early Career Book Series.)

Community Helpers. Series. Lyndhurst, New Jersey: G.P. Putnam's Sons. This is a series of books, each describing a specific occupation.

Goffstein, M.B. *Goldie the Dollmaker.* New York: Farrar, Straus and Giroux, 1969. A little girl learns what it means to be an artist and to do work that is satisfying.

Goldreich, Gloria and Esther. *What Can She Be?* Series. New York: Lothrop, Lee & Shepard Books. Simply written texts take children through days in different professions.

Goldreich, Gloria. *What Can She Be? A Computer Scientist.* New York: Lothrop, Lee & Shepard Books, 1979. A book in the *What Can She Be?* series. Simple presentation on the career of a systems analyst and her work with computers.

Hall, Malcolm. *Headlines.* New York: Coward, McCann & Geoghegan, Inc., 1973. A newspaper office run by a variety of animals is the setting for learning about newspaper publishing.

Harper, Anita. *How We Work.* Scranton, Pennsylvania: Harper & Row Publishers, Inc., 1977. A career primer which demonstrates the variety of working opportunities through many pictures and brief text.

Klein, Norma. *Girls Can Be Anything.* New York: E.P. Dutton, 1975. A story and cartoon format deal with sexist stereotyping in a humorous way and show the opportunities which girls have for careers.

Lerner, Mark. *Careers at a Zoo.* St. Paul, Minnesota: Lerner Publications Co., 1980. Describes 15 occupational areas in zoos and shows workers doing many different kinds of jobs.

Le Sieg, Theo. *Maybe You Should Fly a Jet! Maybe You Should Be a Vet!* Westminster, Maryland: Beginner Books, 1980. Jobs from flying a jet to being a vet are described in cartoon-like illustrations.

Scarry, Richard. *Busiest People Ever.* Westminster, Maryland: Random House, Inc., 1976. Focuses on a variety of occupations and the environments in which they are performed.

Strong, Arline. *Veterinarian, Doctor for Your Pet.* Paterson, New Jersey: Atheneum Publishers, 1977. Through photographs and simple text, the reader follows the work of the veterinarian.

Includes helpful information for pet owners.

What Do They Do? Series. New York: Harper & Row, Publishers, Inc. Each book in this series describes a specific career.

Change

Alexander, Martha. *When the New Baby Comes, I'm Moving Out.* New York: Dial Press, 1977. Oliver's old highchair is being painted for the new baby, whose impending arrival upsets Oliver. His mother helps him to see the advantages of being a big brother, and Oliver decides to stay.

Brandenberg, Franz. *Nice New Neighbors.* West Caldwell, New Jersey: Greenwillow Books, 1977. The Fieldmouse children resolve the difficulty of making friends with their new neighbors.

Brandenberg, Franz. *Six New Students.* West Caldwell, New Jersey: Greenwillow Books, 1978. Tale of the six Fieldmouse children facing their first day at school.

Burns, Marilyn. *This Book Is About Time.* Covelo, California: Yolla Bolly Press, 1978. (Published simultaneously by Little, Brown & Company.) Presents ways in which a child can explore time, experiments which can be done with a group, and interesting, timely information to ponder.

Cheatham, K. Follis. *Spotted Flower and the Ponokomita.* Philadelphia: Westminster Press, 1977. Lost on the plains, an Indian girl finds a horse—something new to her and her family. Describes changes in their lives after they have the horse.

Cleary, Beverly. *Ramona and Her Mother.* West Caldwell, New Jersey: William Morrow & Co., Inc., 1979. Household routines are changed when both Mr. and Mrs. Quimby go to work. The family adjusts, and Ramona learns about changes and growing up.

Cleary, Beverly. *Ramona Quimby, Age 8.* West Caldwell, New Jersey: William Morrow & Co., Inc., 1981. Story of Ramona's adventures at home and school as she adjusts to a new school and teacher and having Daddy back in college. Ramona has to put up with an impossible four-year-old while Daddy is at school and Mother is at work.

Clifton, Lucille. *Amifika.* New York: E.P. Dutton, 1977. Little Amifika is afraid that his father has been away for so long that he will not remember him. He hides when his father first comes back from the army.

Collins, David R. *The One Bad Thing About Birthdays.* New York: Harcourt Brace Jovanovich, Inc., 1981. The one bad thing is that David can have only one birthday wish. He dreams of all the different things he would like before deciding that he wishes he didn't have to wait another year to make a birthday wish!

Delton, Judy. *Penny-Wise, Fun-Foolish.* New York. Crown Publishers, Inc., 1977. Thrifty Ostrich is a coupon clipper, saves string, and hoards money to pay for a trip to America to visit Elephant. Elephant shows Ostrich how to change and enjoy life by spending some money.

De Paola, Thomas Anthony. *Now One Foot, Now the Other.* Lyndhurst, New Jersey: Putnam Publishing Group, 1981. Grandfather helped Bobby learn to walk, and when Grandfather later suffers a stroke Bobby helps him to walk and communicate. Shows family love and a strong grandson-grandfather relationship.

Fassler, Joan. *Don't Worry, Dear.* Port Washington, New York: Human Sciences Press, Inc., 1971. A very little girl with an understanding mother outgrows thumb-sucking, word-repeating, and bedwetting habits.

Fassler, Joan. *My Grandpa Died Today.* Port Washington, New York: Human Sciences Press, Inc., 1971. Tells of a young boy's experiences at the time of his grandfather's death.

Goffetein, M.E. *Neighbors.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1979. Two neighbors want to get to know each other, but each is very bashful. As the story develops, the neighbors grow closer.

Goodsell, Jane. *Katie's Magic Glasses.* Boston: Houghton Mifflin Co., 1965. The illustrations in this book show the world as it is seen through Katie's eyes, both before and after she gets her first pair of glasses.

Green, Phyilis. *A New Mother for Martha.* Port Washington, New York: Human Sciences Press, Inc., 1978. A little girl whose mother has died dreams that her mother is coming back home when her father decides to remarry. The little girl struggles to accept the new woman as her mommy, and ultimately works it out in her mind.

Hughes, Shirley. *Moving Molly.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979. Molly and her family move from a basement home in a city to a house with a garden in the country. At first, Molly is lonely. Her loneliness ends when she finds a hole in the garden wall and fun on the other side.

Hutchins, Pat. *Happy Birthday, Sam.* West Caldwell, New Jersey:

Greenwillow Books, 1978. Sam is a year older, but still he can't do all the things he'd like to do. Grandfather helps to solve his problems.

Jacobson, Jane. *City, Sing for Me: A Country Child Moves to the City*. Port Washington, New York: Human Sciences Press, Inc., 1978. Jenny isn't happy with city living until a new friend introduces her to the many places one can visit and many things one can do in a city.

Jones, Penelope. *I'm Not Moving!* New York: Bradbury Press, 1980. Emma resists moving, especially because she doesn't want to give up her digging hole. She finally decides that it is best to be where her family is.

Kent, Jack. *Knee-High Nina*. Garden City, New York: Doubleday & Co., Inc., 1981. Roles are reversed, and Nina is suddenly full-size while her parents are only knee-high. Nina discovers that lifting them to see and to do things gets tiresome, and with Mother sitting on Nina's lap, the two engage in a discussion that ends with a return to normal.

Little, Lessie Jones, and Eloise Greenfield. *I Can Do It by Myself*. Scranton, Pennsylvania: Thomas Y. Crowell, 1978. Donny grows in independence when he is able to complete tasks and meet responsibilities on his own.

Metos, Thomas H. *Robots A2Z*. New York: Julian Messner, 1980. Covers the history of robots and their use in industry, research, and entertainment. Examines the expanding future of robots.

Miklowitz, Gloria D. *Save that Raccoon!* New York: Harcourt Brace Jovanovich, Inc., 1978. Raccoon has to move to town to forage for food after a forest fire destroys his home. Narrated from the raccoon's point of view.

Miles, Miska. *Annie and the Old One*. Boston: Little, Brown & Co., 1971. A Navajo girl, Annie, learns to face the fact that someday her grandmother will die.

Noble, June. *Where Do I Fit In?* New York: Holt, Rinehart and Winston, Inc., 1981. This is the story of John and his adjustment to a new stepfather, a third set of grandparents, and his mother's pregnancy.

Olds, Helen D. *Jim Can Swim*. New York: Alfred A. Knopf, Inc., 1963. On a summer vacation, Jim learns to overcome his fear of swimming.

Pease, Robert. *When Grandfather Was a Boy*. New York: McGraw-Hill Book Co., 1973. The book explores what life was like for Grandfather in 1910, continues chronologically to when Father and Mother were children in 1940, and moves past the present to suggest what the world will be like in the year 2000.

Phelan, Terry Wolfe. *The Week Mom Unplugged the TVs*. New York: Four Winds Press, 1979. Relates comical happenings as a family experiences television "withdrawal symptoms."

Quin-Harkin, Janet. *Magic Growing Powder*. New York: Parents Magazine Press, 1981. King Max tries everything to become taller. Rascals almost succeed in winning half the kingdom and the hand of the princess when they convince the little king that they have a magic growing powder. The princess unveils the trickery, and the king accepts being short and decides just to work hard at being a good king.

Ross, Pat. *Your First Airplane Trip*. New York: Lothrop, Lee & Shepard Books, 1981. Two children, traveling alone, learn all about airplanes and flying.

Sharmat, Marjorie Weinman. *Gila Monsters Meet You at the Airport*. Riverside, New Jersey: Macmillan Publishing Co., Inc., 1980. A boy moving west from New York City believes outrageous stereotypes about the Southwest. When he arrives at the airport, he doesn't see any Gila monsters, but he does meet a boy who is moving to the East and expects the place to be full of gangsters.

Tate, Eleanora E. *Just An Overnight Guest*. New York: Dial Press, 1980. Four-year-old Ethel comes to live with the Carson family. Nine-year-old Margie teaches Ethel things that she has not had the opportunity to learn because of neglect. Jealousy, prejudice, and love are all a part of this story involving a black family and a white child, Ethel.

Vigna, Judith. *She's Not My Real Mother*. Chicago: Albert Whitman & Co., 1980. Miles's father has remarried, and Miles is not about to accept his stepmother. All of this changes when he gets lost and she comes to his rescue.

Viorst, Judith. *Alexander, Who Used To Be Rich Last Sunday*. Paterson, New Jersey: Atheneum Publishers, 1978. Alexander always starts out on Sunday with the same amount of money as his brothers, but by the end of the day he's the one who is penniless. Drawings show what has happened to his money.

Wittman, Sally. *A Special Trade*. Scranton, Pennsylvania: Harper & Row, Publishers, 1978. When Nellie is little, her elderly neighbor, Bartholomew, takes her for a walk in her stroller. As she grows older, the roles are reversed, but the two are still together like "ham and eggs."

Wold, Jo Anne. *Tell Them My Name Is Amanda*. Chicago: Albert Whitman & Co., 1977. Shy Amanda learns to speak out for herself.

Feelings

Alexander, Martha. *Nobody Asked Me If I Wanted A Baby Sister.* New York: Dial Press, 1971. A little boy is jealous of his baby sister and tries to give her away to people in the neighborhood.

Ancona, George. *I Feel: A Picture Book of Emotions.* New York: E.P. Dutton, 1977. Photographs and one word describes the emotion shown on each face.

Anderson, Karen. *What's the Matter, Sylvie, Can't You Ride?* New York: Dial Press, 1981. A child nervously learns to ride a bicycle. Once she's mastered the skill, she calls out to other learners, "Can't you ride?"

Barrett, John M. *Oscar, the Selfish Octopus.* Port Washington, New York: Human Sciences Press, Inc., 1978. When self-centered Oscar is caught inside the mouth of a shark, he is rescued by two starfish that lecture him on being selfish. His arms, Oscar learns, can be used to hug others and not just himself.

Berger, Terry. *I Have Feelings.* Port Washington, New York: Human Sciences Press, Inc., 1979. Feelings prompted by everyday situations are depicted here.

Chorao, Kay. *Molly's Lies.* Somers, Connecticut: Seabury Press, Inc., 1979. On Molly's first day at school she is afraid, but does not want to show it. She hides her fears by lying and joining other children in teasing and taunting a new boy. Realizing that he is probably just as frightened as she is, she stops making fun of him.

Dillon, Barbara. *The Beast in the Bed.* West Caldwell, New Jersey: William Morrow & Co., Inc., 1981. The tiny, plump beast exists to be a companion to lonely children and goes from one lonely child to another. Narrated from the point of view of the beast.

Farber, Norma. *How Does It Feel To Be Old?* New York, E.P. Dutton, 1979. In rhymed verse, a grandmother explains the good and bad aspects of growing old to her granddaughter.

Fassler, Joan. *The Boy With the Problem.* Port Washington, New York: Human Sciences Press, Inc., 1971. Johnny discovers that the best way to cope with a problem is to talk about it with someone who really listens.

Fitzhugh, Louise. *I Am Five.* New York: Delacorte Press, 1978. Describes the feelings of a five-year-old girl and features drawings of a child's view of the world. The book begins with the little girl saying, "Want to hear all about me? Come on, I'll tell you."

Harn, Jacquie. *Crybaby*. New York: Four Winds Press, 1979. A young boy starts crying and has a hard time stopping. He cries when his feelings are hurt and when he has disagreements with others. Teasing by his big brother doesn't help, either.

Hapgood, Miranda. *Martha's Mad Day*. New York: Crown Publishers, Inc., 1979. Saturday begins with Martha waking up angry, and she stays mad all day.

Hoff, Syd. *A Horse in Harry's Room*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1970. A charming story about an imaginary pet.

Horwitz, Elinor Lander. *Sometimes It Happens*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1981. Story of a boy, Victor, who imagines himself to be a hero in one rescue plot after another. Victor's dream is to be a hero when he grows up.

Keats, Ezra Jack. *The Trip*. West Caldwell, New Jersey: Greenwillow Books, 1978. Unhappy with his new neighborhood where he has no friends, Louie takes an imaginary trip back to his old home.

Keats, Ezra Jack. *Peter's Chair*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1967. A little boy is jealous of the attention that his new baby sister, Susie, is receiving. Peter's parents are painting all of his old furniture—crib, highchair, cradle—pink for her. Peter finds his old chair and runs away with it. When he realizes that he has grown too large for it, he returns home and helps his father paint the chair pink for Susie.

Mayer, Mercer. *I Am a Hunter*. New York: Dial Press, 1969. The main character has fun pretending to be everything from a caveman to a sea captain. While pretending, though, he sometimes does things that have unfortunate results.

Mathews, Geda Bradley. *What Was That!* Racine, Wisconsin: Western Publishing Co., Inc., 1975. Baby Bear hears strange sounds in the night and is frightened. He scampers into bed with his big brother. Then they both hear strange sounds and jump into bed with their other brother. The sounds continue, and all three pile into bed with Mama and Papa Bear.

McGovern, Ann. *Scram, Kid!* East Rutherford, New Jersey: Viking Press, 1974. More than anything else, Joe wants to play baseball with the older children. This story explores his reaction to his rejection by the older children and his eventual solution to his problem.

Merriam, Eve. *Unhurry Harry*. New York: Four Winds Press, 1978.

Harry is always being told to hurry and do this or that, but there finally comes a time each day when he can lie down in peace and quiet—bedtime.

Morrison, Bill. *Louis James Hates School.* Burlington, Massachusetts: Houghton Mifflin Co., 1978. Deciding that he hates school, Louis James strikes out to seek his fortune. He can't be a skywriter, because he doesn't know how to spell. After a succession of jobs, he becomes a prune peeler. Finally, he goes back to school to "turn to page one."

Naylor, Phyllis Reynolds. *All Because I'm Older.* New York: Atheneum Publishers, 1981. Eight-year-old John feels that he is always blamed for acts started by his five-year-old brother, Peter. John views himself as the innocent older child.

Pinkwater, Manus. *Around Fred's Bed.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1976. Fred awakens from a bad dream to find monsters in his room. When they fail to comply with his demand that they leave his room, he seeks refuge in his parents' room.

Schick, Eleanor. *Home Alone.* New York: Dial Press, 1980. Donny doesn't like being alone at home after school until his mother returns from work, but he decides that if the cat can stay alone, so can he.

Schlein, Miriam. *I Hate It.* Chicago: Albert Whitman & Co., 1978. Pet peeves, negative feelings, and fears are aired, and children learn to put them into perspective.

Simon, Norma. *I Was So Mad!* Chicago: Albert Whitman & Co., 1974. Illustrates situations that produce anger and describes children's struggles to control their feelings and to work them out in accepted ways.

Spier, Peter. *Bored—Nothing to do!* Garden City, New York: Doubleday & Co., Inc., 1978. A yard filled with materials waiting to be used, two boys, a lazy summer day, one fine idea—and boredom ends.

Stanek, Muriel. *Who's Afraid of the Dark?* Chicago: Albert Whitman & Co., 1980. A small boy gets help in overcoming his fear of the dark and, in turn, is able to help another child who is afraid of the dark.

Viorst, Judith. *Alexander the Terrible, Horrible, No Good, Very Bad Day.* New York: Atheneum Publishers, 1972. Children who have experienced days when nothing seems to go right for them will identify with Alexander's story.

Wittels, Harriet, and Joan Greisman. *Things I Hate!* Port Washington, New York: Human Sciences Press, Inc., 1973. A boy describes in rhyme the positive and negative aspects of activ-

ities such as shopping with his mother, straightening up his room, going to school, and visiting the dentist.

Yessayan, Gladys Cretan. *A Hole, a Box, and a Stick*. New York: Lothrop, Lee, & Shepard Books, 1972. A day in the lives of three children whose imaginations turn ordinary objects into wonderful things. At the end of the day, they are pulled back into reality by their growling, empty stomachs.

Yessayan, Gladys Cretan. *Me, Myself, and I*. West Caldwell, New Jersey: William Morrow & Co., Inc., 1969. A child imagines all the things he can be. Some are realistic roles; some are not.

Zolotow, Charlotte. *It's Not Fair*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1976. Martha tells her side—she's the one who is pretty, talented, never freckles, etc. She responds to the complaint, "It's not fair!"

Geography

Allison, Linda. *The Reasons for Seasons*. Boston, Massachusetts: Little, Brown & Co., 1975. Explains the change of seasons and provides stories, projects, and ideas for the reader.

Branley, Franklyn M. *Sunshine Makes the Seasons*. Scranton, Pennsylvania: Thomas Y. Crowell Co., 1974. This book explains how sunshine and the tilt of the earth's axis make the seasons. The many simplified illustrations and easy-to-read text clarify how seasons change all over the world as a year goes by.

Branley, Franklyn M. *The Moon Seems To Change*. Scranton, Pennsylvania: Thomas Y. Crowell Co., 1960. The reader learns about the size and surface of the moon, and its lack of water, air, and life. Through simplified illustrations, text, and an experiment, the book explains why the moon seems to change, but really does not.

Branley, Franklyn M. *The Sun: Our Nearest Star*. Scranton, Pennsylvania: Thomas Y. Crowell Co., 1961. This book explains that the sun is a star in the daytime sky, and discusses the size of the sun, its distance from earth, its heat, and the reason why everything that is alive on earth needs the sun. A bean-growing experiment is included to show the effects of light and darkness on growing things.

Branley, Franklyn M. *What Makes Day and Night*. Scranton, Pennsylvania: Thomas Y. Crowell Co., 1961. Earth is briefly described, and then its rotation is explained through simplified text and

many illustrations. Included is an experiment which can help a child to understand that we have day and night and sunrise and sunset because the earth turns.

Bulla, Clyde Robert. *What Makes a Shadow?* Scranton, Pennsylvania: Thomas Y. Crowell Co., 1962. This book is all about shadows and what makes them. The reader learns that the shadows of clouds make a cloudy day, that some shadows are darker than others, that night is a shadow, and that fun can be had by using a light and hands to make shadow pictures.

Burningham, John. *Seasons.* Indianapolis, Indiana: Bobbs-Merrill Co., Inc., 1971. Illustrations depict the changes in activities and scenery that occur during the various seasons.

Coburn, Doris. *A Spit Is a Piece of Land: Landforms in the U.S.A.* New York: Julian Messner, 1978. Gives an introductory look at geology through photographs and drawings. Land features of each part of the country are explored.

Dabcovich, Lydia. *Follow the River.* New York: E.P. Dutton, 1980. This is the story of a mountain stream and its course to the sea. Develops concepts of space and geography.

Engdahl, Sylvia. *Our World Is Earth.* Paterson, New Jersey: Atheneum Publishers, 1979. Effective illustrations and poetic prose are used to describe earth's place in the universe.

Fisher, Aileen. *Where Does Everyone Go?* Scranton, Pennsylvania: Thomas Y. Crowell Co., 1961. In autumn, where do the birds, butterflies, ladybugs, frogs, turtles, chipmunks, rabbits, squirrels, bears, and other animals go? Through poetic text and colorful illustrations, that question is answered. What do many boys and girls do when school is out, and it is cold and snowy? That, too, is answered.

Graham, Ada. *The Changing Desert.* Paterson, New Jersey: Charles Scribner's Sons, 1981. Identifies desert plants and animals and describes the desert ecology and effects of grazing and irrigation.

Lyle, Keith. *Our Planet the Earth.* St. Paul, Minnesota: Lerner Publications Co., 1980. Answers questions about the origin, physical features, and resources of the earth.

McNulty, Faith. *How To Dig a Hole to the Other Side of the World.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1979. An imaginary trip through the center of the earth is both informative and interesting, revealing a great deal about the earth's internal structure.

Navarra, John Gabriel. *Earthquake.* Garden City, New York: Doubleday & Co., Inc., 1980. An informative book on the causes

and effects of earthquakes and the work of scientists who study them.

Nixon, Hershell H., and Joan Lowery Nixon. *Glaciers: Nature's Frozen Rivers*. New York: Dodd, Mead & Co., 1980. Describes different kinds of glaciers and the changes brought about by them. Contains information on the ice ages.

Provensen, Alice, and Martin Provensen. *The Year at Maple Hill Farm*. New York: Atheneum Publishers, 1978. Provides a rich description of what takes place on a farm with the passing of the seasons.

Schlein, Miriam. *Antarctica: The Great White Continent*. New York: Hastings House, Publishers, Inc., 1980. Contains many interesting facts, and describes the influence of Antarctica on the rest of the earth.

Showers, Paul. *The Bird and the Stars*. Garden City, New York: Doubleday & Co., Inc., 1975. Gives children a beginning understanding of maps.

Thompson, Brenda, and Cynthia Overbeck. *Volcanoes*. St. Paul, Minnesota: Lerner Publications Co., 1977. Through simple text and colored pictures, this book describes volcanoes and gives their locations.

History/Biography

Aliki. *The Many Lives of Benjamin Franklin*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. Provides interesting details on the hobbies and careers of this famous American.

Batherman, Muriel. *Before Columbus*. Burlington, Massachusetts: Houghton Mifflin Co., 1981. Introduces primary students to pre-Columbian civilizations and explains how knowledge of the people was obtained. Covers from the prehistorical period in North America to the time of the Pueblo peoples of the eighth through fourteenth centuries.

Behrens, June, and Pauline Brower. *Pilgrims Plantation*. Chicago: Childrens Press, 1977. Experiences of two Pilgrim children during the first seven years of the Plymouth Plantation settlement.

Benchley, Nathaniel. *George the Drummer Boy*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1977. An account of the beginning of the American Revolution as seen through the eyes of a British drummer boy at the battles of Concord and Lexington.

Bourne, Miriam Anne. *Raccoons Are for Loving*. New York: Random House, Inc., 1968. Grannie tells her granddaughter, Josephine, stories about when she was a girl growing up in South Carolina.

Bowen, Gary. *My Village, Sturbridge*. New York: Farrar, Straus & Giroux, Inc., 1977. Set in 1827, this story is told by True Mason, a boy interested in becoming an engraver.

Brenner, Barbara. *Wagon Wheels*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1978. Based on fact, this is the story of a black family that moved from Kentucky to Kansas in the 1870s. A son's narrative presents a clear picture of the hardships which the family faced and the courage which it displayed.

Cheney, Cora. *Alaska: Indians, Eskimos, Russians, and the Rest*. New York: Dodd, Mead & Co., 1980. Tells the history of Alaska from the time of Vitus Bering to the building of the pipeline.

Coerr, Eleanor. *Waza Wins at Windy Gulch*. Lyndhurst, New Jersey: G.P. Putnam's Sons, 1977. Based on newspaper stories of the period, this is the story of Waza, one of the camels in the Camel Brigade brought from Africa to Texas by Jefferson Davis. Waza helps capture bank robbers.

Fritz, Jean. *George Washington's Breakfast*. Lyndhurst, New Jersey: Coward, McCann & Geoghegan, Inc., 1969. George Washington Allen wants to know what George Washington ate for breakfast. If he can find out, his grandmother will cook the same breakfast for him. Many interesting facts about George Washington are included in this humorous book, including what he did eat for breakfast.

Fritz, Jean. *Where Do You Think You're Going, Christopher Columbus?* Lyndhurst, New Jersey: G.P. Putnam's Sons, 1980. Interesting facts, colorful drawings, and a look at the explorer's personality make this book entertaining as well as informational. Similar in presentation to other books by Jean Fritz.

Fritz, Jean. *What's the Big Idea, Ben Franklin?* Lyndhurst, New Jersey: Coward, McCann and Geoghegan, Inc., 1976. This account of Ben Franklin's inventions and his interesting pastimes provides humor as well as information. Carefully researched with additional facts at the end of the story.

Grant, Matthew G. *Jane Addams: Helper of the Poor*. Chicago: Childrens Press, 1975. Biography of Jane Addams.

Gray, Genevieve. *How Far, Felipe?* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1978. This story is based on the expedition of Colonel Juan Bautista de Anza in 1775. Felipe, his family, and pet burro travel from Mexico to California.

Hall, Donald. *Ox-Cart Man*. East Rutherford, New Jersey: Viking Press, 1979. A 19th-Century New Englander packs his ox-cart with the goods made by his family and sets off to Portsmouth to buy supplies.

Hoople, Cheryl G. *The Heritage Sampler: A Book of Colonial Arts & Crafts*. New York: Dial Press, 1975. Children can learn about the history of holidays and find directions for making traditional decorations, foods, and toys in this book of colonial arts and crafts.

Kumin, Maxine. *When Great-Grandmother Was Young*. Lyndhurst, New Jersey: G.P. Putnam's Sons, 1971. Great-Granny was born on an island off Nova Scotia and later moved to Halifax. This book traces her experiences in moving from island to city and back.

Lewis, Thomas P. *Clipper Ship*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1978. Factual book about the voyage of a captain and his family sailing from New York around the Horn to San Francisco.

McGovern, Ann. *If You Lived in Colonial Times*. New York: Four Winds Press, 1964. Colonial life is presented through questions and answers.

McGovern, Ann. *If You Lived with the Sioux Indians*. New York: Four Winds Press, 1972. The life of the Sioux Indians before and after the coming of the white man is presented through questions and answers.

McGovern, Ann. *Runaway Slave*. New York: Four Winds Press, 1974. A biography of Harriet Tubman.

Meadowcroft, Enid Lamonte. *Crazy Horse: Sioux Warrier*. Champaign, Illinois: Garrard Publishing Co., 1965. A biography of Crazy Horse.

Mitchel, Barbara. *Cornstalks and Cannonballs*. St. Paul, Minnesota: Carolrhoda Books, 1980. The people of a small Delaware town trick the British into believing hoes and blackened cornstalks are guns. This story is based on a legend.

Monjo, F.N. *The House on Stink Alley: A Story About the Pilgrims in Holland*. Holt, Rinehart and Winston, Inc., 1977. The story of the Pilgrims' stay in Holland before they emigrated to America, as told by eight-year-old Love Brewster. Describes tensions that the Pilgrims experienced and their feelings toward King James.

Nixon, Joan Lowery. *If You Say So, Claude*. New York: Frederick Warne & Co., Inc., 1980. This is a story about pioneers coming from Colorado to Texas in search of a place to homestead.

Olds, Helen D. *Richard E. Byrd*. Lyndhurst, New Jersey: G.P. Put-

nam's Sons, 1967. Biography of Richard Byrd.
Radford, Ruby. *Mary McLeod Bethune*. Lyndhurst, New Jersey: G.P. Putnam's Sons, 1973. Biography of Mary McLeod Bethune.
Reit, Seymour. *Ironclad! A True Story of the Civil War*. New York: Dodd, Mead & Co., 1977. The story of the battle between the Merrimac and the Monitor as told by a young member of the Monitor's crew.
Rockwell, Joyce. *Groundhog's Horse*. New York: Holt, Rhinehart and Winston, Inc., 1978. The Cherokee boy, Groundhog, sets out to recover his horse, which has been taken by a Creek raiding party. Set in 1750.
Rudeen, Kenneth. *Roberto Clemente*. Scranton, Pennsylvania: Thomas Y. Crowell, 1974. The story of the famous Puerto Rican baseball player who lost his life while taking supplies to earthquake victims in Nicaragua.
Steele, William O. *The War Party*. New York: Harcourt Brace Jovanovich, Inc., 1978. This is a well-researched account of a Cherokee woman's life. Shows the change in Cherokee life after the Spanish came.
Wilson, Beth. *Martin Luther King, Jr.* Lyndhurst, New Jersey: G P. Putnam's Sons, 1971. Biography of Martin Luther King, Jr.

Interdependence

Adkins, Jan. *Heavy Equipment*. Paterson, New Jersey: Charles Scribner's Sons, 1980. Carefully detailed drawings of different kinds of machines—compactors, crawlers, scrapers, excavators, and earth movers—with descriptions of the work they do.
Barton, Byron. *Building a House*. West Caldwell, New Jersey: Greenwillow Books, 1981. An informative pictorial account, with minimal text, of the people and activities involved in the building of a house.
Barton, Byron. *Wheels*. Scranton, Pennsylvania: Thomas Y. Crowell, Co., 1979. Simple text and illustrations tell the story of the development of the wheel from its invention to the present day.
Behrens, June. *Together*. Chicago: Childrens Press, 1975. This book shows a variety of children working together with friends, relations, and teachers to fulfill their needs and wants.
Crews, Donald. *Truck*. West Caldwell, New Jersey: Greenwillow Books, 1980. Story of a truck's trip from loading dock to destination. A wordless book.

Ditzel, Paul C. *Railroad Yard*. New York: Julian Messner, 1977. Explains how railroad yards operate and about all the people and equipment necessary to keep the freights moving.

Ehrlich, Amy. *The Everyday Train*. New York: Dial Press, 1977. A small girl looks forward each day to watching the freight train that winds through the countryside.

Eiseman, Alberta, and Nicole Eiseman. *Gift from a Sheep: The Story of How Wool Is Made*. Paterson, New Jersey: Atheneum Publishers, 1979. This story begins with a young girl raising a sheep, and takes the reader through the entire process of manufacturing wool. Provides directions for making a poncho.

Heilman, Grant. *Wheat Country*. Brattleboro, Vermont: Stephen Greene Press, 1977. Following wheat from seed to silo, this book features many photographs and explains the work of people and machines in the production of wheat.

Holman, Michael. *Cats*. New York: Franklin Watts, Inc., 1976. An easy-to-read book about caring for cats and kittens.

Howe, James. *The Hospital Book*. New York: Crown Publishers, Inc., 1981. Describes hospital procedures, equipment, and the work of personnel. The reader learns about tests and various treatments to expect if hospitalized.

Huntington, Lee Pennock. *Simple Shelters*. Lyndhurst, New Jersey: Coward, McCann & Geoghegan, Inc., 1979. Shows 18 different kinds of shelters and discusses questions related to climate, materials, and living patterns of the residents around the world.

Kessler, Ethel. *Night Story*. Riverside, New Jersey: Macmillan Publishing Co., 1981. Describes the work that goes on in a city during the night—the activities of repair and clean-up crews, firefighters, and the police, for example.

Linzer, Jeff. *The Fire Station Book*. St. Paul, Minnesota: Carolrhoda Books, Inc., 1981. Describes the fire station facilities, kinds of fire vehicles, and the way the firefighters live while on duty.

Mann, Peggy. *The Street of the Flower Boxes*. New York: Coward, McCann and Geoghegan, Inc., 1966. This book relates the experiences of Carlos and his friends when they try to beautify their New York City neighborhood by starting a flower box business.

Marston, Hope Irvin. *Big Rigs*. New York: Dodd, Mead & Co., 1979. All about the biggest rigs on the road—what they haul, their drivers, emblems, and CB lingo.

Myller, Rolf. *Symbols & Their Meaning*. Paterson, New Jersey: Atheneum Publishers, 1978. Contains illustrations of various symbols used in communication, with an explanation of each.

Nichols, Paul. *Big Paul's School Bus*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. Describes one day in a school bus driver's life—checking equipment, helping children, obeying laws, etc.

Oppenheim, Joanne. *On the Other Side of the River*. New York: Franklin Watts, Inc., 1972. The town of Wynlock-on-the-River is half on one side of a river, and half on the other side. After the bridge washes out, the people on both sides realize their dependence on each other.

Pierce, Jack. *The Freight Train Book*. St. Paul, Minnesota: Carolrhoda Books, 1980. Photographs and captions describe the kinds of engines and cars found on freight trains.

Pitt, Valerie. *Let's Find Out About the Community*. New York: Franklin Watts, Inc., 1972. Describes the community, community problems, and community services.

Reit, Seymour. *Sails, Rails, and Wings*. Racine, Wisconsin: Golden Press, 1978. Large full-color pictures tell about ships, trains, and airplanes from their early history to ideas for the future.

Richards, Norman, and Pat Richards. *Trucks and Supertrucks*. Garden City, New York: Doubleday & Co., Inc., 1980. Large illustrations and clear descriptions tell about trucks and supertrucks.

Rockwell, Anne, and Harlow Rockwell. *The Supermarket*. Riverside, New Jersey: Macmillan Publishing Co., Inc., 1979. A mother and young child go to the supermarket for groceries. The child gets to help choose what will be purchased.

Rockwell, Anne F. *My Barber*. Riverside, New Jersey: Macmillan Publishing Co., Inc., 1981. Describes a boy's trip to the barber shop to get a haircut.

Schick, Eleanor. *Katie Goes to Camp*. Riverside, New Jersey: Macmillan Publishing Co., Inc., 1968. Katie's experiences at camp give children a chance to see people who are leaders and people who are followers.

Schulz, Charles M. *Charlie Brown's Third Super Book of Questions and Answers: About All Kinds of Boats and Planes, Cars and Trains and Other Things That Move*. Westminster, Maryland: Random House, Inc., 1978. Information on transportation from before the wheel to the space age.

Showers, Paul. *Where Does the Garbage Go?* Scranton, Pennsylvania: Thomas Y. Crowell Co., 1974. Describes present ways of disposing of garbage and the growing garbage and trash problem in the United States. Includes a discussion of possible solutions.

Simon, Norma. *What Do I Do?* Chicago: Albert Whitman & Co., 1969.

This story describes the activities which fill a day in the life of a girl named Consuela. She faces many decisions during her play and work times.

Spier, Peter. *Bill's Service Station.* Garden City, New York: Doubleday & Co., Inc., 1981. This is one title in a series of books. Others feature a pet store, toy shop, school, fire station and food market. This book describes the service station and the work that goes on there. It is a family operation with all members working.

Stein, Sara Bonnett. *How To Raise a Puppy: A Child's Book of Pet Care.* New York: Random House, Inc., 1976. Illustrations and simple text make it easy for all children to find their way through this book on puppy care. Other books in the series include *How To Raise Goldfish and Guppies* and *How To Raise Mice, Rats, Hamsters, and Gerbils.*

Stewig, John Warren. *Sending Messages.* Burlington, Massachusetts: Houghton Mifflin Co., 1978. This book relates some of the many ways that people have developed to communicate ideas—written and spoken language, dance, and music.

Stone, A. Harris. *The Last Free Bird.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. In describing the needs of birds for places to breed, nest, and feed, this story also tells how people have polluted the land, air, and water, with little regard for wildlife.

Zolotow, Charlotte. *A Father Like That.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1971. This book points out that people need more than material things. A fatherless boy imagines what it would be like if he had his father living at home.

Relationships

Adoff, Arnold. *Today We Are Brother and Sister.* New York: Lothrop, Lee & Shepard Books, 1981. A story-poem about the day a brother and sister spend at the beach. Describes typical playing and squabbling that occur between a brother and sister who are actually very close.

Alexander, Martha. *I'll Be the Horse If You'll Play with Me.* New York: Dial Press, 1975. Big brother Oliver will play with his younger sister, Bonnie, as long as she's the horse or the robber. Finally, she finds a younger playmate, and the tables are turned.

Alexander, Martha. *I Sure Am Glad To See You, Blackboard Bear.*

New York: Dial Press, 1976. Describes a special friendship between a boy who is teased and bullied by his peers and Blackboard Bear, who comes to his rescue.

Alexander, Martha. *Move Over, Twerp.* New York: Dial Press, 1981. Story of a very small boy who outwits a bully. Jeffrey tries following the advice of others, but nothing works. Finally, he comes up with his own solution. Being called a "twerp" becomes humorous when he takes a crayon and writes "supertwerp" on his shirt.

Artis, Vicki Kimmel. *Pajama Walking.* Burlington, Massachusetts: Houghton Mifflin Co., 1981. Story of a girl and her girlfriend who is spending the night with her. The giggling, silly girls are having great fun until Daddy puts a stop to their antics and leads them to bed.

Baker, Jeannie. *Grandmother.* New York: Andre Deutsch, 1978. A warm relationship between a grandmother and a granddaughter is portrayed in this account of a happy day shared in doing things together. Companion book to *Grandfather* by Baker.

Bonsall, Crosby. *And I Mean It, Stanley.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1974. A young child entertains herself by playing with odds and ends while waiting for her dog to appear from behind the fence. When "Stanley" does arrive, he destroys the masterpiece she has constructed.

Borack, Barbara. *Grandpa.* New York: Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1967. Describes the close relationship between a little girl and her grandfather.

Borchers, Elizabeth. *Dear Sarah.* West Caldwell, New Jersey: Greenwillow Books, 1981. A father's entertaining letters to his small daughter telling her about the European cities he is visiting.

Bulla, Clyde Robert. *Keep Running, Allen!* Scranton, Pennsylvania: Thomas Y. Crowell Co., 1978. It is tiring to be always on the run to keep up with older brothers and sisters. Allen runs until he trips and falls. When the others seen him lying still watching a green fuzzy worm they join him, and everyone enjoys the quiet act.

Caines, Jeannette. *Daddy.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1977. In this story of a black family with separated parents, Windy and her father look forward to his weekend visits.

Child Study Children's Book Committee at Bank Street, compiler. *Friends Are Like That! Stories to Read to Yourself.* Scranton, Pennsylvania: Thomas Y. Crowell Co., 1979. Easy-to-read stories present different kinds of friends and the reasons for having friends.

Cleary, Beverly. *Ramona and Her Father*. West Caldwell, New Jersey: William Morrow & Co., Inc., 1977. When Ramona's father loses his job, Ramona busies herself trying to get money to help the family, even though she's only in the second grade.

Clifton, Lucille. *Everett Anderson's 1-2-3*. New York: Holt, Rinehart and Winston, Inc., 1977. Everett Anderson is concerned about how his new stepfather is going to fit into the family. What kind of a third member will he be?

Drescher, Joan. *Your Family, My Family*. New York: Walker & Co., 1980. Describes families of all styles and sizes, emphasizing that caring and sharing are what really make a family.

Ehrlich, Amy. *Leo, Zack and Emmie*. New York: Dial Press, 1981. A story of friends who are happy wiggling their ears and doing other funny things together, but who also have problems typically experienced by friends.

Fassler, Joan. *All Alone with Daddy*. Port Washington, New York: Human Sciences Press, Inc., 1969. Ellen is a little girl who delights in being with her daddy. While her mother is away, Ellen tries to take her place.

Fassler, Joan. *The Man of the House*. Port Washington, New York: Human Sciences Press, Inc., 1969. The story of a little boy who assumes the role of father for a few days. He becomes the protector of the house while his father is on a business trip.

Galdone, Paul. *Grandmother and I*. West Caldwell, New York: Lothrop, Lee & Shepard Books, 1961. *Grandmother and I* is told by a little girl who thinks her grandmother's lap is special.

Gerson, Corinne. *Tread Softly*. New York: Dial Press, 1979. Kitten and Peter, who live with their grandparents, yearn for a "normal" family until they realize that they already have a warm family life.

Green, Phyllis. *The Fastest Quitter in Town*. Indianapolis, Indiana: Young Scott, 1972. When Johnny Calmer doesn't get his way on the baseball field, he won't play. Not liking to be called a quitter, he overcomes the urge to quit when things aren't going as he wishes.

Hamilton, Morse. *Big Sisters Are Bad Witches*. West Caldwell, New Jersey: Greenwillow Books, 1981. A story about sibling rivalry between Kate and her big sister, Emily, and the entry of a new family member—a brother. Told humorously.

Harris, Robie H. *Don't Forget to Come Back*. Westminster, Maryland: Alfred A. Knopf, Inc., 1978. Annie tries all kinds of ploys to keep her parents from going out for the evening.

Hantzig, Esther. *A Gift for Mama*. East Rutherford, New Jersey: Viking Press, 1981. A story of a large and affectionate Jewish

family. A daughter, Sara, earns money to buy her mother a gift. Set in a Polish city a generation ago.

Hazen, Barbara Shook. *If It Weren't for Benjamin I'd Always Get To Lick the Icing Spoon.* Port Washington, New York: Human Sciences Press, Inc., 1979. A younger brother talks about the envy he feels toward an older, bigger brother. The parents are very understanding and show their love in their handling of this common situation.

Herold, Ann Bixby. *The Helping Days.* Lyndhurst, New Jersey: Coward, McCann and Geoghegan, Inc., 1980. David wants to help someone, but his mother, father, and brother don't need helping. Instead, he finds things to help—ants, worms, a baby rabbit and a butterfly.

Krahn, Fernando. *A Funny Friend from Heaven.* Scranton, Pennsylvania: J.B. Lippincott Co., 1977. A curious creature from heaven befriends a forlorn hobo and teaches him to be a clown.

Landis, James Davis. *The Sisters Impossible.* Westminster, Maryland: Alfred A. Knopf, Inc., 1979. An older sister who has taken ballet lessons is disturbed to learn that her younger sister is going to take ballerina lessons. Classic sibling rivalries are portrayed.

Lee, Patricia. *Grandpa and Me.* Lyndhurst, New Jersey: Coward, McCann and Geoghegan, Inc., 1972. A boy and his grandfather form a unique family unit while spending the summer together.

Label, Arnold. *Uncle Elephant.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1981. Uncle Elephant takes care of his nephew when the youngster's parents are temporarily lost at sea. Illustrates the support that is often provided by family members other than parents.

Mahy, Margaret. *Ultra-Violet Catastrophe! or The Unexpected Walk with Great-Uncle Magnus Pringle.* New York: Parents Magazine Press, 1975. Dreading a visit to her Aunt Anne's house, Sally meets her aunt's father, who turns the visit into an adventure.

Mallett, Anne. *Here Comes Tagalong.* New York: Parents' Magazine Press, 19[illegible]. When five-year-old Stevie is allowed to go all the way around the block if he doesn't cross the street, he finds and makes friends with children his own age.

Marzollo, Jean. *Amy Goes Fishing.* New York: Dial Press, 1980. Daddy and Amy go fishing together, and she is surprised to find that it is so much fun. Older siblings had told her that it would be boring.

Murphy, Jill. *Peace at Last.* New York: Dial Press, 1980. Mr. Bear attempts to get some sleep. When he finally gets to sleep, it's

time to get up. The reocurring refrain is, "Oh NO! I can't stand THIS!"

Sachs, Marilyn. *A Secret Friend.* Garden City, New York: Doubleday & Co., Inc., 1978. When Jessica's best friend, Wendy, won't have anything to do with her, Jessica comes up with a plan to make Wendy jealous. It doesn't work, but all ends well.

Scott, Ann Herbert. *On Mother's Lap.* New York: McGraw-Hill Book Co., 1972. The story of Michael, an Eskimo boy, and his mother, who spend a great deal of time sitting together and rocking.

Simon, Norma. *All Kinds of Families.* Chicago: Albert Whitman & Co., 1976. Explores in words and pictures what a family is and how families differ in composition and life style.

Sonneborn, Ruth A. *I Love Gram.* East Rutherford, New Jersey: Viking Press, 1971. Describes the close relationship which Ellie, a little black girl, has with her grandmother.

Tax, Meredith. *Families.* Waltham, Massachusetts: Little, Brown & Co., 1981. Six-year-old Angie lives with her mother and sometimes visits her father and his new family. The story's message is that there are different kinds of families—two-parent, childless, single-parent, multi-generational, and adoptive—but love is the core of all family life.

Teibl, Margaret. *Davy Comes Home.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1979. No one calls Davy home from play after school, and he's left by himself as the others leave. Finally, he gets a new babysitter, who calls him home for supper, and he's happy.

Udry, Janice. *Let's Be Enemies.* New York: Scholastic Book Services, 1973. After two children have an argument, they begin to appreciate their friendship.

Udry, Janice. *Mary Jo's Grandmother.* Chicago: Albert Whitman & Co., 1970. Mary Jo visits her grandmother during Christmas vacation. When the grandmother slips and falls, the task of getting help belongs to Mary Jo.

Waber, Bernard. *Ira Sleeps Over.* Burlington, Massachusetts: Houghton Mifflin Co., 1972. When Ira is invited to spend the night with a friend, he considers taking his teddy bear, Tah Tah. His sister tells him that his friend will roll over laughing. He decides not to take Tah Tah, only to discover that his friend always sleeps with his teddy, Foo Foo.

Weiss, Nicki. *Waiting.* West Caldwell, New Jersey: Greenwillow Books, 1981. The story of a loving relationship between a mother and daughter. The mother goes to the store, and the child eagerly awaits her return.

Young, Miriam. *So What If It's Raining.* New York: Parents Magazine

Press, 1976. When it's raining and two children can't play outdoors, they choose to have fun inside using their imaginations.

Zolotow, Charlotte. *Janey*. Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1973. *Janey* is the story of a young person whose best friend has moved away.

Zolotow, Charlotte. *One Step, Two*. West Caldwell, New Jersey: Lothrop, Lee & Shepard Books, 1981. Describes the walk taken by a mother and her daughter. The love between the two is portrayed.

Zolotow, Charlotte. *Say It*. West Caldwell, New Jersey: Greenwillow Books, 1980. Love is evident between mother and daughter as the two enjoy a beautiful autumn day.

Rules

Alexander, Martha. *And My Mean Old Mother Will Be Sorry, Blackboard Bear*. New York: Dial Press, 1972. A boy, feeling that he is always being scolded, is invited to run away by a large blackboard drawing of a bear that suddenly comes to life. While he's "away," he learns some important lessons.

Bunting, Eve. *The Big Find*. Mankato, Minnesota: Creative Education, Inc., 1978. A problem arises when two boys find $4,200 in a bean can. What should the boys do?

Carrick, Carol. *A Rabbit for Easter*. New York: Greenwillow Books, 1979. Paul, who is keeping the class pet, Sam, during the summer, gets so excited about a friend's new bike that he forgets, leaving Sam out of his cage. Relates to personal responsibilities and rules.

Caudill, Rebecca. *Did You Carry the Flag Today, Charley?* New York: Holt, Rinehart and Winston, Inc., 1971. Charley's big wish is to carry the flag and lead the children to the schoolbus. He finally is given the responsibility and recognition.

Cohen, Miriam. *Lost in the Museum*. New York: Greenwillow Books, 1979. A frightening experience that turns out all right can be used to emphasize the need for staying with the group to prevent getting lost.

Coombs, Patricia. *Lisa and the Grompet*. New York: Lothrop, Lee & Shepard Books, 1970. Lisa becomes tired of hearing everyone tell her what to do. She runs away to a wooded area of her backyard where she meets a grompet--a creature no bigger than her hand. The poor grompet had shrunk to its tiny size

because no one loved it enough to tell it what to do.

Dickinson, Mary. *Alex's Bed*. New York: Andre Deutsch, 1980. Mother complains when Alex's room has become such a disaster area that the only uncluttered space is near the ceiling. A humorous story.

Fife, Dale. *Who'll Vote for Lincoln?* Lyndhurst, New Jersey: Coward, McCann & Geoghegan, Inc., 1977. When Lincoln's uncle runs for city council, Lincoln decides to run for class president. In an effort to win the election, Lincoln makes promises which he cannot keep. His problem is how to handle his unrealistic election promises.

Hicks, Clifford B. *Alvin Fernald, Mayor for a Day*. New York: Holt, Rinehart and Winston, Inc., 1970. Alvin becomes mayor of his town for one day when his class holds elections as part of their study of local government. Intent upon accomplishment, he acts to implement some civic improvements. He also gets into hot water.

Maestro, Betsy. *Harriet Reads Signs and More Signs*. New York: Crown Publishers, Inc., 1981. Harriet, an elephant, goes through the neighborhood on roller skates, always following safety signs and obeying laws.

Phelan, Mary K. *Election Day*. Scranton, Pennsylvania: Thomas Y. Crowell Co., 1967. Tells about campaigns, registrations, and voting, drawing primarily on elections in the past. Written as an introduction to elections for children in kindergarten through grade three.

Poulet, Virginia. *Blue Bug's Safety Book*. Chicago, Children's Press, 1973. By observing safety signs, Blue Bug arrives home unharmed.

Sarnoff, Jane. *That's Not Fair*. Paterson, New Jersey: Charles Scribner's Sons, 1980. In a somewhat humorous way, Becky learns the meaning of fairness.

Skurzynski, Gloria. *Martin by Himself*. Burlington, Massachusetts: Houghton Mifflin Co., 1979. Lonely Martin gets into trouble when his mother isn't home. Mother and Martin decide how to handle the problem.

Steptoe, John. *Daddy Is a Monster . . . Sometimes*. Scranton, Pennsylvania: J.B. Lippincott Co., 1980. The children feel that Daddy is a monster sometimes, but they know that Daddy loves them. The monster side of their father appears when they are noisy, messy, and creating a nuisance.

Stover, Joann. *If Everybody Did*. New York: David McKay Co., Inc., 1960. Through the use of clever and humorous illustrations, the author shows what would happen if everybody did a certain

thing—pulled off flower buds, jumped in the mud, slammed the door, stomped and roared, squeezed the cat, forgot their hats.

Wade, Anna. *A Promise Is for Keeping.* Chicago: Children's Press, 1979. When Kathy and Susan find a bracelet at the beach, they decide to keep quiet about it and take turns wearing the bracelet. A problem arises when one girl keeps the bracelet too long. Good book for discussion of honesty.

Winn, Marie. *Shiver, Gobble & Snore: A Story About Why People Need Laws.* New York: Simon & Schuster, Inc., 1971. By trying to live without any rules, three friends learn the reasons for laws and the difference between good and bad ones.

Similarities/Differences

Albert, Burton. *Mine, Yours, Ours.* Chicago: Albert Whitman & Co., 1977. This book introduces the concepts of owning and sharing. Children of different sexes and races use the words "mine," "yours," and "ours."

Alexander, Martha. *Sabrina.* New York: Dial Press, 1971. Sabrina, who is embarrassed by her uncommon name, discovers that other children at school like it.

Allen, Marjorie N. *One, Two, Three -Ah-Choo!* Lyndhurst, New Jersey: Coward, McCann & Geoghegan, Inc., 1980. Story about a boy with an allergy who can't have the usual pets. He ends up with a hermit crab.

Arthur, Catherine. *My Sister's Silent World.* Chicago: Children's Press, 1979. Heather's big sister tells about Heather's silent world. Heather is deaf and eight years old. Through the story, children learn that Heather likes the things that other children like—the similarities are many.

Baldwin, Anne Norris. *A Little Time.* East Rutherford, New Jersey: Viking Press, 1978. Sarah's brother, Matt, is a child with Down's Syndrome. When he almost ruins her birthday party, Sarah has problems accepting his condition. After an open, sympathetic discussion of Down's Syndrome, Sarah is able to resolve her feelings.

Charlip, Remy, and Lilian Moore. *Hooray for Me!* New York. Parents Magazine Press, 1975. A child explores his own identity in relation to others.

Fanshawe, Elizabeth. *Rachel.* New York: Bradbury Press, 1977. Rachel tells about her life in a wheelchair. She enjoys normal activi-

ties, but realizes there are limitations to what she can do. A cheerful account that conveys the message that she has adjusted well.

Fassler, Joan. *One Little Girl.* New York: Human Sciences Press, 1969. In this story, Laurie, who is the first to hear a robin, see a spring flower, or touch the snow, is unhappy because grown-ups say that she is a "slow child."

Green, Mary McBurney. *Is It Hard? Is It Easy?* Indianapolis, Indiana: Young Scott, 1960. A story of four friends and what each of them can do. After trying many things, each finds some things that are hard and some things that are easy to do.

Heide, Florence Parry. *Sound of Sunshine, Sound of Rain.* New York: Parents Magazine Press, 1970. The story of a blind boy who manages by perceiving the world through all his other senses.

Krasilovsky, Phyllis. *The Very Tall Little Girl.* Garden City, New York: Doubleday & Co., Inc., 1969. A little girl experiences the problems of being very tall, but also enjoys the advantages.

Litchfield, Ada B. *A Button in Her Ear.* Chicago: Albert Whitman & Company, 1976. Angela is a young girl with a hearing problem. She, her parents, classmates, and teacher have a healthy attitude about using a hearing aid.

McDonnell, Lois. *Stevie's Other Eyes.* New York: Friendship Press, 1962. Six-year-old Stevie learns that he can use his hands and ears to help him to "see."

Merriam, Eve. *Boys and Girls, Girls and Boys.* New York: Holt, Rinehart and Winston, Inc., 1972. Both boys and girls collect astronaut cards, have pet mice, play the drums, and do other things once considered exclusive activities of one sex or the other.

Numeroff, Laura Joffe. *Amy for Short.* Riverside, New Jersey: Macmillan Publishing Co., Inc., 1976. Amy is very tall—taller than her friend Mark. She worries that her height will threaten their friendship.

Raynor, Dorka. *My Friends Live in Many Places.* Chicago: Albert Whitman & Co., 1980. A book showing pictures of children from all over the world. Similarities are striking despite many obvious differences.

Rice, Eve. *Oh, Lewis!* Riverside, New Jersey: Macmillan Publishing Co., Inc., 1974. Lewis is always coming undone—his boots come unbuckled, his jacket comes unzipped, and so on. When he has trouble fastening and unfastening, his mother explains that if he would first take off his mittens, everything else could be accomplished more easily.

Sachs, Marilyn. *Fleet-footed Florence.* Garden City, New York: Dou-

bleday & Co., Inc., 1981. A nonsexist baseball story, told like a tall tale, about Florence and her encounters with Frankie the Yankee Flipper, as his fans called him, because Florence caught every fly he hit. Humorous, with a touch of magic and mystery.

Simon, Norma. *Why Am I Different?* Chicago: Albert Whitman & Co., 1976. Children find themselves in situations in which they discover differences which distinguish themselves from others. After exploring their feelings about these differences, they finally realize that all people are different from others in one way or another.

Smith, Lucia B. *A Special Kind of Sister.* New York: Holt, Rinehart and Winston, Inc., 1979. Seven-year-old Sarah has a brother who is retarded. She is sometimes irritated by him and angered by the way others act toward him. The book shows how the two love each other.

Well, Rosemary. *Timothy Goes to School.* New York: Dial Press, 1981. Timothy and Violet are frustrated and envious of others at school who seem to know how to do everything and don't hesitate to make their talents obvious to others. Their shared feelings bring Timothy and Violet together and make school enjoyable for them.

Wolf, Bernard. *Don't Feel Sorry for Paul.* Scranton, Pennsylvania: J.B. Lippincott Co., 1974. Second-grader Paul wears artificial feet and has a hand that's like a two-pronged hook, but he takes part in sports and is an active, well-adjusted boy.

Yashima, Taro. *Crow Boy.* East Rutherford, New Jersey: Viking Press, 1955. The story of Chibi, a boy in Japan who is taunted by his classmates because he chooses to be different.

World Cultures

Aardema, Verna. *Bringing the Rain to Kapiti Plain: A Nandi Tale.* New York: Dial Press, 1981. Tale of a herdsman's solution to the drought that threatened the lives of his animals. Similar in format to "The House That Jack Built."

Allen, Thomas B. *Where Children Live.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980. Children from different cultures throughout the world are shown in their home environments.

Buck, Pearl S. *The Chinese Story Teller.* New York: John Day Co., Inc., 1971. Susan and Ricky are two Chinese-American children whose grandmother retells a story she heard a Chinese storyteller tell when she was a small girl in China.

Carey, Bonnie. *Grasshopper to the Rescue.* West Caldwell, New Jersey: William Morrow & Co., Inc., 1979. After a long search for help, the ant in this Russian folktale is rescued by his friend the grasshopper.

Colyer, Penrose, comp. *I Can Read Spanish.* New York: Franklin Watts, Inc., 1976. Written in story form, this book contains terms, phrases, and sentences in both English and Spanish.

Cooper, Terry Touff and Marilyn Ratner. *Many Hands Cooking: An International Cookbook for Girls and Boys.* Scranton, Pennsylvania: Thomas Y. Crowell Co., 1974. Published in cooperation with the U.S. Committee for UNICEF, this book includes recipes from all over the world for dishes such as peanut soup, ground nut stew, and goulash.

Daniels, Guy. *Peasant's Pea Patch: A Russian Folktale.* New York: Delacorte Press, 1971. Adventure ensues when a farmer's horse and cart are picked up by a flock of cranes.

Densmore, Frances, and Henry Rowe Schoolcraft, adaptors. *Songs of the Chippewa.* New York: Farrar, Straus and Giroux, Inc., 1974. This is a collection of songs and lullabies with Chippewa words and English translations.

Feelings, Muriel. *Moja Means One: A Swahili Counting Book.* New York: Dial Press, 1971. Children can learn how to count to ten in Swahili while learning about life in East Africa.

Feelings, Muriel, and Tom Feelings. *Jambo Means Hello.* New York: Dial Press, 1971. An alphabet book of Swahili words. Double-page illustrations depict the meanings of the words.

Feelings, Muriel, and Tom Feelings. *Zamani Goes to Market.* Somers, Connecticut: Seabury Press, Inc., 1970. The story of a young African boy's first trip to market with his father and older brother. The family lives in a compound of five huts and walks two miles to market in town. Gives a picture of life in some rural areas of Africa.

Grunfeld, Frederic V. *Games of the World.* Westminster, Maryland: Ballantine Books, 1975. Tells how to make the games, how to play them, how they came to be, and where children play them. This is intended as a resource book for teachers, but children will find the pictures interesting.

Harper, Anita. *How We Live.* Scranton, Pennsylvania: Harper & Row, Publishers, Inc., 1977. Various kinds of living quarters and various types of families with different life styles are described.

Hodges, Margaret. *The Fire Bringer.* Boston: Little, Brown & Co., 1972. This Paiute Indian legend explains how fire was brought to the Indians.

Hodges, Margaret. *The Wave.* Burlington, Massachusetts: Houghton

Mifflin Co., 1964. A Japanese grandfather sacrifices his rice crop to save his village from a tidal wave.

McDermott, Gerald. *The Stonecutter: A Japanese Folk Tale.* East Rutherford, New Jersey: Viking Press, 1975. The spirit of the mountain grants a poor stonecutter's successive wishes to become a prince, the sun, a cloud, and, finally, the mountain.

Miliem, Nina. *Children's Games from Many Lands.* Cincinnati, Ohio: Friendship Press, 1965. This collection of games from all over the world devotes sections to games of Africa, Asia, Europe, Latin America, and America north of Mexico. Each section is divided into games from individual countries and/or regions.

Politi, Leo. *Mr. Fong's Toy Shop.* Paterson, New Jersey: Charles Scribner's Sons, 1978. Mr. Fong, A Chinatown toymaker, shares his craft and the legends of his native land with the local children. Mr. Fong and the children prepare a shadow puppet play to give at the Moon Festival.

Purdy, Susan Gold. *Jewish Holidays: Facts, Activities and Crafts.* Scranton, Pennsylvania: J.B. Lippincott Co., 1972. Describes some of the traditional Jewish holidays. Contains craft activities with patterns and clearly stated directions.

Rau, Margaret. *Our World: The People's Republic of China.* New York: Julian Messner, 1978. Emphasis is on the way in which people live in China. Focuses on the activities of one particular family.

Rau, Margaret. *The People of New China.* New York: Julian Messner, 1978. Focuses on eight villages, towns, and cities of modern China, and describes the life and activities of a young person in each.

Raynor, Dorka. *My Friends Live in Many Places.* Chicago: Albert Whitman & Co., 1980. The forty-five photographs in this book show children from all over the world. In spite of differences of climate and culture, basic similarities are apparent.

Reit, Seymour. *Child of the Navajos.* New York: Dodd, Mead & Co., 1971. Jerry is a Navajo boy who lives on an Indian reservation in Arizona. He learns traditional American subjects in school and ancient Navajo customs at home.

Reit, Seymour. *Rice Cakes and Paper Dragons.* New York: Dodd, Mead & Co., 1973. Marie Chan and her family live in Chinatown in New York City. The family's typical daily activities and their celebration of the Chinese New Year are described.

Shachtman, Tom. *Growing Up Masai.* Riverside, New Jersey: Macmillan Publishing Co., Inc., 1981. Focuses on a brother and sister in a Masai family and describes the role of the children

in the culture. Includes a glossary, many photographs, and a great deal of information on the area in which the Masai herders live.

Sibbrell, Anne. *Houses: Shelters from Prehistoric Times to Today.* New York: Holt, Rinehart and Winston, Inc., 1979. A variety of dwellings developed by various cultural groups are included in this book, from caves to solar-heated houses.

Steele, William O. *The Man with the Silver Eyes.* New York: Harcourt Brace Jovanovich, Inc., 1976. A Cherokee boy is sent to live with a Quaker man in a white settlement. Describes the boy's feelings about the different way of living.

Steinkoler, Ronnie. *A Jewish Cookbook for Children.* New York: Julian Messner, 1978. Presents background information on Jewish celebrations, as well as recipes for dishes associated with each holiday.

Tang, Yungmei. *China, Here We Come! Visiting the People's Republic of China.* Lyndhurst, New Jersey: Putnam Publishing Group, 1981. The author and her students from New York visit four cities of China—Beijing, Nanjin, Hangzhou, and Shanghai. This first-person account reads like a travelogue and provides good background information on China.

Van Woerkin, Dorothy. *The Rat, the Ox, and the Zodiac.* New York: Crown Publishers, Inc., 1976. A story about the Chinese calendar, which is divided into twelve cycles, each representing a zodiac animal.

Yolen, Jane. *The Seeing Stick.* Scranton, Pennsylvania: Thomas Y. Crowell, 1977. A blind Chinese princess is helped by an old man who teaches her that she has "eyes on the tips of her fingers." At the point in the narrative when she recognizes this, the illustrations change from black-and-white line drawings into vivid kaleidoscopes of color.

Young, Ed. *High on a Hill: A Book of Chinese Riddles.* New York: William Collins Publishers, Inc., 1980. Presents authentic Chinese riddles about animals and people. The riddles are printed in both English and Chinese characters.

A Brief Bibliography of Useful References

Bulletin of the Center for Children's Books is published monthly, except August, by the University of Chicago Press, for the Graduate Library School of the University of Chicago. An advisory committee meets weekly to discuss books and reviews. Reviews are written by the editor, Zena Sutherland. Includes annotations and reading levels.

Buttlar, Lois, and Lubomyr R. Wynar. *Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries*. Littleton, Colorado: Libraries Unlimited, Inc., 1977.

"Notable Children's Trade Books in the Field of Social Studies" appears annually in either the April or May issue of *Social Education*. Back issues may be obtained from the Children's Book Council, 67 Irving Place, New York, NY 10003. The books are annotated, and reading levels are specified.

Sutherland, Zena. *The Best in Children's Books*. Chicago: The University of Chicago Press, 1980. This collection reviews the best children's books that have appeared from 1973–1978. Annotations and reading levels are included.

Tway, Eileen. *Reading Ladders for Human Relations*. Washington, DC: American Council on Education, and Urbana, Illinois: National Council of Teachers of English, 1981. This is the sixth edition of this valuable booklist with the following five ladders: Growing into Self, Relating to Wide Individual Differences, Interacting in Groups, Appreciating Different Cultures, and Coping in a Changing World. Annotations, reading levels, and professional bibliographies are included.

White, Mary Lou, ed. *Adventuring with Books: A Booklist for Pre-K–Grade 6*. Urbana, Illinois: National Council of Teachers of English, 1981. Approximately 2,500 new children's trade books are annotated in this list, selected from the 10,000 books published from 1977 through 1980.

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